**K-5 Math Lesson Plan**

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| **Teacher: Durbas** | | | **Grade: ½ Combo Class** | | | **Date(s)**: Day 1  Brainstorming |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**  **Task 1:**  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s): (EQ’s to remain up throughout entire unit duration)**   |  | | --- | | \*How do I compose numbers up to 1,000? |   How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| ***Teacher:***  Dry Erase Markers  Sticky Notes  Sharpened Colored Pencils  Printed out Scenario  EQ: Poster (all EQ’s)  ***(Engaging Scenario)***  *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | **Student:**  Colored pencils/ markers  (management)  Sticky Notes  Sticky Notes with lines for writing.  Pencils | | | **(Use Common Vocabulary Cards)**  place value  hundreds  tens  ones skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  | | --- | | 2.NBT.2  *Count within a 1,000; skip count by 5’s, 10’s, and 100’s* | | | | | | |
| **I Can Statement(s):** *“I can brainstorm at least 2 different ways of counting by 5’s, 10’s, and 100’s by constructing a Circle Map with both sentences and pictures.* | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  What a fantastic start to a new school year! We have been asked to help the PTA with managing (keeping the materials organized) the school supply store. Our task (job) is to identify what and how many items are left and what new materials need to be ordered. Before we start our task to help the PTA, you and your partner will need to brainstorm at least 2 different ways to count numbers in groups of 5’s, 10’s, and 100’s to help build a greater understanding of how numbers are counted in equal groups. What do you know about skip counting? | | | | | |
| **Teacher Directed:**   1. Teacher shares new exciting way we will be learning Math this year through Engaging Scenarios and completion of tasks. (model new scenario) 2. Teacher models/reviews how and why great thinkers start with a Circle Map to brainstorm brilliant ideas to demonstrate what we already know and how we know these skills. 3. Teacher reveals new EQ poster (all EQ’s stay up during unit) | | | | | |
| **Guided Practice:**   * Teacher/students discuss why brainstorming is important before a lesson. * Teacher/students review how to write thoughts on a Sticky Note * Teacher/students review how to work in partners (What does it look & sound like?) | | | | | |
| **Independent Practice:**   * Student partners write 2 different thoughts on Sticky Notes. * Teacher surveys partners to ask QAR?’s | | | | | |
| **Closing/Summarizing Strategy:**   * Students return to whole group and report out at least 1 thought to “teach someone else” * Students also share how they felt about synergizing (collaborating) with each other. What worked and what could be a skill we need to work on (waiting turns to talk or providing positive feedback)   “Tomorrow we will use our data that we have collected on our Circle Map to help us skip count and calculate various objects.” | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. | | | | |  | | --- | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | | |  | | --- | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. | |
| **Assessment(s):**  Pre Assessment to be administered after brainstorming. (In CC GEMS Math folder)  Baseline data to be analyzed and uploaded to data spreadsheet | | | | | | |
| **Teacher Reflection:** (Next steps?)  Future differentiation needed (who and what?):  Synergizing/Collaboration (What worked & What habits need to be reviewed):  Student Resources:  Teacher Resources: | | | | | | |